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ABSTRACT

The study reported in this document reviewed and analyzed data from individual state departments of education concerning reading requirements for elementary teachers, English teachers who teach reading on the secondary level, and reading specialists. A four-question letter used to gather data was answered by 47 states, Puerto Rico, the Virgin Islands, and Washington, D.C. It was found that 14 state departments do not have reading requirements for elementary certification, while 30 states indicated requirements, including semester hours, course work, teacher education institution guidelines, or competency based programs; 30 states do not have reading requirements for English teachers; and 9 states do not have certification requirements for reading specialists, while 39 states require fulfillment of specific standards for reading specialist certification. This document includes tables of findings, a selected bibliography, and copies of letters sent to the state departments of education. (JM)

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Reading Certification: The Elementary Teacher, English Teacher, and Reading Specialist

by

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B.S., English
Southern Illinois University, 1972

A Research Report Submitted in Partial
Fulfillment of the Requirements for the
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Department of Secondary Education
in the Graduate School
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SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Date April 11, 1975

TO THE GRADUATE DEAN:

I recommend that the paper by Phillip T. Rafferty

titled Reading Certification: The Elementary Teacher, English Teacher, and Reading Specialist

be accepted by the Graduate School as evidence of research competence on the part of one seeking the master's degree.

I understand that this paper is not being submitted as a thesis nor in lieu of a thesis, but simply as proof as a capacity for research and its reporting.

Signed _____

Department _____

10/72

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CHAPTER I

INTRODUCTION

The concept of professional competence within the field of reading has surfaced within the top priority list of many educators, administrators, and specialists. More classes of reading are being offered to greater numbers of students with reading difficulties, and there still exists a demand for highly trained reading teachers at all levels of instruction due to innovations and complex developments in reading. Are reading teachers prepared to deal with problems that accompany reading difficulties in the classroom? Have the teachers been exposed to the best possible teacher education programs? Have state departments established the best possible certification requirements and standards?

Since major concern has been given to the background and professional preparation of reading teachers, state department standards have been closely scrutinized by the author. State certification programs have previously been observed as poorly planned and very inconsistant with programs from other states.

It has been stated repeatedly by experts that all teachers are teachers of reading. It is the author's opinion that state standards or requirements should serve as stimulation and motivation for future designs of reading teacher preparation.

> If classroom teachers are to be effective teachers of reading it is necessary that they have a thorough understanding of the process of reading and of the various abilities and skills which comprise it. Teachers must know how to give instruction in the fundamentals of reading both at the beginning stage and at succeeding stages of reading growth. They must know how to encourage children in the Improvement and in the appreciation of reading.[1]

Statement of the Problem

The focus of this study was to review and analyze data from individual state departments concerning reading requirements for elementary teachers, English teachers who teach reading on the secondary level, and reading specialists. It was also hoped that information could be gathered concerning competency based teacher education and its relationship to certification standards. The study was conducted as a special project on behalf of the Illinois Reading Council, National Council of Teachers of English Commission on Reading, and ERIC Clearinghouse on Reading and Communication Skills. Specifically, individual state departments were contacted in order to secure any

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[1]Mary L. Adams, "Instructional Needs of Elementary Teachers in Teaching Reading With Implications for Televised Inservice Education," (Ph.D. dissertation, University of Florida, 1962), p. 4.

current, relevant information regarding the states' reading certification requirements.

Significance of the Study

Due to the continuing interest in the development of reading certification standards, the study proposed to update and correlate the existing information involved with state department reading requirements, and competency based teacher education programs. This information should prove of value to teacher education institutions and State Certification Committees.

Definition of Terms

During the course of the study, it was found that the semantics of reading lacked precision and true clarity, and state departments were not in total agreement on reading termonology.

Certificate - For the purpose of this study, a license indicating that the holder has fulfilled the minimum teaching requirements as prescribed by the authority issuing the certificate.[2]

Competency Based Teacher Education - For the purpose of this study, the knowledge, skills, and attitudes expected of graduates in general education, the subject matter fields as well as in the professional study of education based upon

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[2]Carter V. Good, ed., Dictionary of Education, 3rd ed. (New York: McGraw - Hill Gook Co., Inc., 1973), p. 88.

a conceptualization of the role for which people are being prepared; the evidence that will be acceptable to show that the program's expectations are being met.[3]

One Semester Credit - For the purpose of this study, it is equivalent to one and one half credits; one quarter credit is equivalent to two thirds semester credit.

Provisional Certificate - For the purpose of this study, it indicates that the holder has satisfied the minimum requirements prescribed by the certificating authority in an approved teacher education institution, usually the lowest grade of standard certificates.[4]

Reading - For the purpose of this study, it is an activity which involves the comprehension and interpretation of ideas symbolized by the written and printed page.[5]

Reading Teacher - For the purpose of this study, it refers to any teacher who instructs children who have reading difficulties.

Reading Specialist - For the purpose of this study, a person who works directly with teachers, administrators, and other professionals within a school to develop and implement the reading program.

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[3]Charles C. Mackey, Memorandum on Basic Competencies in Reading, and Certificates for Reading Personnel, January, 1973, State Education Department, Albany, New York.

[4]Good. Dictionary of Education, 3rd ed., p. 88.

[5]Emerald V. Dechant, Improving The Teacher of Reading, 2nd ed., (Englewood Cliffs: Prentice Hall, 1970), p. 16.

Teacher Education Program - For the purpose of this study, the curriculum, the teaching, the learning, and the supporting resources for teaching and learning process.[6]

Teacher Education Institution - For the purpose of this study, any educational institution concerned with the conduct of activities regarded as significant in the professional education of teachers and whose program is given appropriate recognition by state agencies that certify teachers.[7]

Delimitations

It was noted that state departments were reluctant to respond to lengthy questionnaries; therefore, a four question letter was used to gather needed data. The information collected and tabulated delt only with the minimum reading, certification requirements mandated by the state departments of education for elementary teachers, English teachers who teach reading on the secondary level, and reading specialists. It was acknowledged by all responding state departments that question number one, regarding elementary certification, implied reading requirements.

Information returned by state departments often resulted in large quantities of memoranda, proposals, and documents which were interpreted, tabulated, and categorized upon the

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[6]Edwin P. Adkinds, Chairman. Recommended Standards for Teacher Education, (Washington, D.C.: American Association of Colleges for Teacher Education, 1969), p. 3.

[7]Good. Dictionary of Education, 3rd ed., p. 304.

description of the author. California and Texas did not respond to the study, and New Hampshire regretfully replied that certification information was currently out of print.

CHAPTER II

REVIEW OF RELATED LITERATURE

Selection of publications, and articles for review were based on fulfillment of the following criteria: 1) historical and chronological development of reading certification, 2) reference and statistical matter relevant to reading certification, 3) instructional needs of reading teachers, and 4) standards and guidelines for improving teacher certification. Many articles were necessary in the formulation of the study, but lacked specific and relevant information necessitated by the prescribed criteria.

Regard for reading certification began as early as 1951 with the proposals of the National Association for Remedial Teaching. Robinson indicated that the committee focused their attention on the general background of reading teachers, those skills and techniques needed for diagnosis and remedial therapy, and the kinds of qualifications needed by remedial reading teachers. The committee summarized that general and educational psychology courses were essential for remedial therapy. Respondents went on to agree that remedial reading teachers should acquire an understanding of reading related skills and techniques,

and should have experience in classroom teaching. Seven qualifications for remedial-reading teachers were stated and accepted. The qualifications included those areas the members felt useful or those which they found many teachers deficient. Examples were flexible personalities, classroom teaching experience, educational psychology, methods of teaching reading skills, familiarity with materials, diagnosis and research.[8] This study served as a guide for anyone interested in evaluating teacher preparation programs.

Upon organization of the International Reading Association, a Standards Committee was appointed in 1958. Charles T. Letson, Chairman, explored the possible standards and certification requirements that could be authorized by the International Reading Association. Along with proposing minimum standards, Letson also established a Code of Ethics. The Board of Directors accepted the committee's report and authorized the proposal as minimum standards prescribed by the International Reading Association. The Letson study was the first basic, concrete foundation toward establishing professional guidelines and a code of ethics for reading personnel.[9] The guidelines remained unchanged until 1965 when they were revised.

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[8] Helen M. Robinson, "Qualifications for Teachers of Remedial Reading," School Review 63 (September, 1955): p34-37.

[9] Charles T. Letson, "IRA Membership Standards," The Reading Teacher 13 (October, 1959): p. 78-81.

A study of individual state requirements for reading specialists was conducted by Haag in 1960. It was found that twelve states, or twenty-six percent had some kind of certification requirements for reading specialists, and thirty-four or seventy-four percent of the states did not have any requirements. Haag illustrated the great amount of variance in requirements from state to state. Variance included four to thirty-six hours of course work, a bachelor's to master's degree, and zero to one year of classroom experience.[10] It can be implied that Haag was calling for recommended standards such as those of the International Reading Association to be acknowledged by individual state departments.

The improvement of reading teacher training continued with the Piekarz study in 1961. She demonstrated that there was a great need for teacher training programs during a time of needed quality education. Her discussion centered around the teaching training offered at teacher education institutions. A need for quality course offerings and sufficient numbers of these courses was recommended. Unless there was a general up-grading of pre and inservice training at teacher education institutions, one could not expect

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[10]Carl H. Haag, Daniel G. Sayles, and Donald E.P. Smith, "Certification Requirements for Reading Specialists," The Reading Teacher 14 (November, 1960): p. 98-100.

improvement of reading instruction within the schools.[11] Although the Piekarz study delt primarily with elementary reading teachers, her concerns, recommendations, and proposals could also be directed to secondary teacher preparations at some colleges and universities. "The teaching of reading can never be any better than the competency of the individual teachers who do the teaching."[12]

McGinnis tried to discover how well prepared secondary teachers were in developing reading skills. Questionnaires were sent to secondary teachers of reading throughout the state of Michigan trying to obtain answers from students as well as teachers. It was found that the highest degree attained by fifty percent of the reading teachers was a bachelor's, and forty-eight percent achieved a master's degree. Only one percent of the secondary teachers in Michigan had received a doctorate. The mean for years of teaching experience was twelve. McGinnis stated that all high school teachers should receive some instruction in practical knowledge of reading rather than theory of instruction.[13]

The Harvard - Carnegie Reading Study of 1961 under the direction of Austin had two major purposes. It wanted to learn how the colleges and universities in the United States

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[11]Josephine A. Peikarz, "Teacher Training for Improved Reading Instruction", Education. 81. (January, 1961): 281-84.

[12]Ibid., p. 281.

[13]Dorothy J. McGinnis, "The Preparation and Responsibility of Secondary Teachers in the Field of Reading", The Reading Teacher. 15. (November, 1961): p. 92-7.

were preparing tomorrow's teachers of reading. It wanted to suggest recommendations for improving the preparation as a means to upgrading general preparation and exposure. The detailed survey and analysis of the study were published in the book The Torch Lighters. Personal interviews and questionnaires were used to collect information from teacher education institutions across the country. The basis of the study was designed to correlate information from different colleges and universities concerning admission policies, curriculum, and certification.

It was observed that admission standards were rising in response to the greater influx of students in the teaching profession. Also, the caliber of elementary teacher education students was as good or better than those of past years. One fact found was eleven states specifically required certain courses in the teaching of language arts and/or reading for certification. Topics to receive more emphasis were diagnosis and treatment of reading disabilities, intermediate grade study skills, critical reading, differentiated instructional materials, and techniques to meet individual needs. Upon completion of the study, the committee proposed twenty-two recommendations for the improvement of general preparation of teacher education students.[14]

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[14]Mary C. Austin, ed., The Torch Lighters, (Cambridge: Harvard University Press, 1961)

Further direction for reading certification standards was initiated by Betts. The establishment of a sensible program for certification of reading teachers was proposed. "The professional competency of the teacher and the specialist is the keystone of improved reading instruction; ways to evaluate competence are being developed because they are so urgently needed."[15] How to improve reading instruction by establishing reasonable certification requirements and at the same time upgrade the professional preparation of present appointees were Bett's major concern.

Since he called 1962 the beginning of a new era, he proposed that action should be taken to decide what a reading teacher should know. Examples included identifying and providing for individual differences, understanding and developing interests and essentials of motivation, teaching phonic skills, and developing concepts and thinking abilities. Betts used the analogy that members of other professions are required by law to attend accredited professional schools, must serve internships, and pass state boards. The example illustrated that some measurable amount of insurance of adequate service should be rendered.[16]

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[15]Emmett A. Betts, "Who Shall Teach Reading?" The Reading Teacher 15 (May, 1962): p. 411.

[16]Ibid., p. 409-14.

Yarington continued the collection of state department data dealing with state certification and the reading specialist. During the study, forty-four of the fifty states replied to his letter. He assumed that the six states that failed to reply had no special requirements other than those for a regular elementary teacher. It was found that of the twenty-two states listing requirements, twenty seemed to meet the present minimum standards of the International Reading Association. "The number of states having certification requirements has grown from twelve in 1960 to twenty-two in 1967."[17]

Yarington was of the opinion that it was someone's responsibility to seek standards for reading teachers. He stated that it should be conducted jointly by the teacher education institutions and the state departments of education. Yarington went on to state that the problem should be one of minimum standards, not of whether or not standards exist.[18]

A review of the national certification scene for reading teachers and specialists was conducted by Kinder in 1968. He requested information from the fifty states

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[17]David J. Yarington, "Certification for Reading Specialists," The Reading Teacher 21 (November, 1967): p. 127.

[18]Ibid., p. 126-7, 157.

as well as Washington, D.C. and Puerto Rico. The report resulted in tabulation of interesting figures and statistics. Kinder found that in 1968, half of the states in the country still allowed someone to teach as a reading specialist with little or no specialized training or experience in the skills of reading instruction. Specifically, twenty-five of the fifty-two state departments had requirements for reading specialists and twenty-three of fifty-two state departments require this certificate for some of the people who teach reading in the schools. Also, of the twenty-seven states that did not have certification standards, fifteen were in stages of development, and only eight reading certification credentials appeared to meet the International Reading Association standards.[19]

The comprehensive study by Thelen in 1972 revealed the most current data and information dealing with reading certification. However, the scope of the study focused primarily on the elementary reading teacher. It was found that twenty-one states required at least one course for certification, sixteen states required a three hour course, and three states required six hours of reading course work. Alaska,

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[19]Robert F. Kinder, "State Certification of Reading Teachers and Specialists - Review of the National Scene," (Bethesda, Md.: ERIC Document Reproduction Service, ED 019 201, 1968).

Oregon, and Washington, D.C. required a course in reading methods for all secondary teachers.[20]

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[20]Judith N. Thelen, "Everyone Shall Have The Right To Read, But Who's Going to Teach Them?" The Reading Teacher 25 (April, 1972): p. 612-16.

CHAPTER III

RESEARCH DESIGN

A survey letter prepared by the author was sent to each state department of the fifty states, Washington, D.C., Puerto Rico, and the Virgin Islands. The letter included four open ended questions asking for any information relating to state mandated requirements for reading personnel. Specifically, the questions concerned minimum standards for elementary teachers, English teachers who teach reading, and reading specialists. The fourth question asked for relevant information about the development and direction of competency based teacher education programs in the field of reading. These questions may be found in the Appendix, page 50.

Upon expert advice and indications from previous studies, lengthy questionnaires produced less than abundant information from state departments. The survey letter was specific and could be responded to by printed state department documents and publications. Unfortunately, the word "reading" was inadvertently omitted before "requirements" in the first question. This error did not pose any insurmountable problems in state department replies.

After one month a follow-up letter was mailed to those state departments that failed to return requested information, and subsequently, a third letter was also mailed. States that did not respond to the three requests were excluded from the study. The letters may be found in the Appendix, pages 50-52.

Upon collection of information and documents, pertinent and relevant data were assimilated into appropriate categories and tables illustrating current trends and requirements. All data received and correlated were interpreted upon the judgement and discretion of the author.

CHAPTER IV

FINDINGS

The findings of the study were based on data compiled from the state departments of forty eight states, Puerto Rico, the Virgin Islands, and Washington, D. C. California, Texas, and New Hampshire were excluded from the study since they failed to respond or reply adequately to the survey letters.

Elementary Teachers

It was found that twelve states, Puerto Rico, and the Virgin Islands do not require any fundamental reading course work for the elementary teacher graduating from a teacher education institution. Although reference was made to courses in Language Arts and English, they were not interpreted to facilitate or fulfill the exposure to, or experience in, a basic reading methodology course. Table 1 illustrates those states that do not require minimum training or course work in reading development or reading methodology for prospective elementary teachers in their state. Florida, New Mexico, North Dakota, and Wisconsin replied that their states acknowledge special elementary reading teachers.

Table 1

States Indicating No Reading Requirements for Elementary Teachers

Alabama	Nebraska
Florida*	New Mexico*
Kansas	North Dakota*
Kentucky	Puerto Rico
Idaho	South Dakota
Maine	Wisconsin*
Massachusetts	Virgin Islands

*States indicating special elementary reading teachers

Fifteen states appearing on Table 2 indicated a requirement of at least two semester hours of credit in the teaching of fundamental reading skills for elementary teachers.

Table 2

Reading Requirements for Elementary Teachers

State	Number of Semester Hours
Arizona	15
Connecticut	3
Delaware	6
Illinois	2
Indiana	6
Iowa	20
Louisiana	6
Michigan	6
Missouri	4-5
Nevada	6
New York	6
Oregon	4
South Carolina	3
Virginia	6
Wyoming	6

The semester hours covered a choice of areas including reading skills and abilities, diagnosis and remediation, organization of programs, materials and/or application of skills. Iowa had the largest number of semester hours, but answered that due to the scarcity of reading teachers in the state, the requirement has not been enforced.

Eight states and Washington, D.C. were found to require at least one course in the teaching of fundamental reading skills. Reference to Table 3 illustrates the fact that requirements may include as many as three different reading courses for elementary teachers.

Table 3

Reading Requirements for Elementary Teachers

State	Number of Reading Courses
Georgia	1
Minnesota	1
Montana	1
Ohio	1
Oklahoma	1
Pennsylvania	course work
Rhode Island	1
Vermont	2
Washington, D.C.	3

Pennsylvania did not specify or define "course work". Content of the course included areas such as reading skills, diagnostic techniques, individual instruction techniques, and knowledge of adolescent literature.

It was also found that the six states represented on Table 4 require the fulfillment of regionally accredited teacher education institution standards. This fact was interpreted to mean whatever the college or university required in the area of reading, if any, would fulfill state requirements.

North Carolina and Utah denoted that elementary teachers who teach reading are held accountable for various competencies in reading. Reference to these states and their competency based teacher education programs for reading personnel will be discussed later in the chapter.

Information sent from Mississippi, New Jersey, Tennessee, and West Virginia was too vague and inconclusive for tabulation. The states responded that they have certification requirements but failed to specify or enumerate what the guidelines included.

English Teachers

Twenty seven states, Washington, D.C., Puerto Rico, and the Virgin Islands replied that they had no special reading requirements for English teachers who teach reading. Table 5 summarized the states.

Table 4

Fulfillment of Teacher Education Institute Requirements

Alaska	Hawaii
Arkansas	Maryland
Colorado	Washington

Table 5

States Indicating No Reading Requirements for English Teachers Who Teach Reading

Alabama	North Dakota
Alaska	Ohio
Delaware	Oklahoma
Florida	Pennsylvania
Idaho	Puerto Rico
Iowa	Rhode Island
Kentucky	South Dakota
Maryland	Tennessee
Mississippi	Virginia
Montana	Washington
Nebraska	Washington, D.C.
Nevada	West Virginia
New Jersey	Wisconsin
New Mexico	Wyoming
New York	Virgin Islands

Seventeen states acknowledged reading requirements for their English teachers who teach reading. Table 6 summarizes the twelve states that require at least a minimum of two semester hours of reading metholodogies. The two hours may include basic reading skills, methods of remediation, and/or knowledge of adolescent literature. It was not indicated as to the degree of enforcement that these hour requirements are held.

Table 6

Requirements for English Teachers Who Teach Reading

State	Number of Semester Hours in Reading
Arizona	15
Arkansas	9
Connecticut	3
Kansas	12
Indiana	24
Louisiana	3
Maine	18
Massachusetts	3
Michigan	6
Missouri	2
Oregon	12
South Carolina	3

A minimum of at least one course in reading was required by five states represented on Table 7. The content of the course work for English teachers involved reading strategies, methods of remediation, skills development, and/or knowledge of adolescent literature.

Table 7

Requirements for English Teachers Who Teach Reading

State	Number of Reading Courses
Georgia	1
Hawaii	1
Illinois	1
Minnesota	6
Vermont	2

Colorado stated that English teachers must fulfill regional accreditation requirements which was interpreted to mean teacher education institution requirements. Puerto Rico stated the fact that English is taught as a second language and all English teachers instruct reading. North Carolina and Utah made reference to their competency based programs.

Reading Specialists

Seven states, Puerto Rico, and the Virgin Islands, represented on Table 8, replied that they had no specific requirements or standards for reading specialists.

Table 8

States Indicating No Requirements for Reading Specialists

Alaska	Nebraska
Hawaii	New York
Idaho	Puerto Rico
Montana	South Dakota
	Virgin Islands

The six states summarized on Table 9 replied that the only state requirements for reading specialists included the fulfillment of teacher education guidelines. It was interpreted that in order to attain the position of reading specialist from a granting institution, the applicant must conclude a fifth year program of graduate course work.

Table 9

Fulfillment of Teacher Education Institution Requirements for Reading Specialists

Illinois	New Jersey
Maryland	Pennsylvania
Michigan	Washington

Thirty two states and Washington, D.C. indicated specific state standards that must be met in order to achieve the position of reading specialist. These states also acknowledged the fact that the specialist must have a valid teaching certificate with some "reading" acknowledgement or endorsement. The teaching certificate was generally defined as a Standard Certificate. Table 10 summarizes the sixteen states that require at least a bachelor's degree with a specific number of years experience and course work. The experience standard was found to include either classroom or clinical experience, or a combination of both.

The sixteen states and Washington, D.C. that required the minimum of a master's degree with a specific number of years of experience and course work are presented in Table 11. Iowa did not specify what was meant by "graduate program", but it was interpreted to mean the conditions prescribed by a teacher education institution. North Carolina and Utah again referred to their competency based programs as state requirements for reading specialists.

Table 10

Requirements for Reading Specialists
in Addition to a Bachelor's Degree

State	Semester Hours	Years of Experience	Number of special courses
Alabama	18-24	0	
Florida*	21	0	
Georgia	16	0	
Indiana	30	3	
Kansas	12	2	
Maine	15	4	
Massachusetts	18	0	
Missouri	15	0	
Nevada	12	0	
New Mexico*	45	3	
North Dakota		3	8
Oregon	24	2	
Rhode Island	18	3	
South Carolina	36	5	
Tennessee*	18	3	
Wisconsin*	30	2	

*States that allow the option of a Master's Degree in Reading

Table 11

Requirements for Reading Specialists

in Addition to a Master's Degree

State	Semester Hours	Years of experience	Number of special courses
Arizona	15	0	
Arkansas	12	3	
Colorado	24	0	
Connecticut	18	3	
Delaware	15	3	
Iowa		4	Grad. program
Kentucky	24	3	
Louisiana	12	3	
Minnesota		3	10
Mississippi	15	2	
Ohio		3	5-7
Oklahoma	24	3	
Vermont	18	2	
Virginia	12	3	
Washington, D.C.		3	7
West Virginia	27	3	
Wyoming		3	10

Competency Based Teacher Education

Of the fifty responding state departments, New York, North Carolina, and Utah replied that their state is currently utilizing or phasing into certification requirements some form of a competency based teacher education program for reading personnel. The competencies are instituted after the teachers have completed the necessary requirements imposed by the college or university at which they graduated. Arizona, Florida, Kentucky, Louisiana, Montana, and Wisconsin responded that competency based programs were currently being initiated in cooperation with participating teacher education institutions within their state. However, no mandated requirements or standards have developed as a result of these programs.

New York has moved from course based curriculums to competency based programs stressing knowledge, skills, and attitudes expected of a graduate preparing for teaching. The program assists administrators and educators by providing minimal proficiency levels which serve as standards for planning, redesigning, and evaluating programs that prepare elementary teachers, reading teachers, and reading consultants, (specialists). The competencies are based on a series of written exams in reading to be administered by the State Department as a part of the College Proficiency Examination Program now utilized to demonstrate competency.

North Carolina recognizes three teacher preparation levels, an undergraduate second concentration area for the intermediate teacher, a major area of undergraduate programs in reading, and a graduate or master's degree and sixth year program. Reading teachers meet the competencies at various degrees which correspond with the desired level of preparation.

The fundamental competencies are divided into four clusters, 1) those required to provide direct assistance to students, 2) those required to provide assistance to classroom teachers in improving the instruction of reading, 3) those needed to provide assistance to a school in assessing reading programs, and 4) those needed for the curriculum - instructional specialists. The competencies that constitute the clusters circumvent the spectrum of reading skills, methodologies, and theories incorporated in the teaching of reading. The main difference between the competencies is found in the depth of preparation. It was not indicated how the competencies were assessed or administered.

Utah implements a performance based program for certification which is interpreted by the author to be synonymous with competency based. The program is the result of a recommendation by the Utah State Reading Advisory Council. Due to the lack of detailed description, it is assumed that the program is in the beginning stages and being implemented

as a state requirement in addition to teacher education institution standards. The program calls for educational accountability for skills analysis, critical and creative thinking, vocabulary, word attack skills, and comprehension.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study updated and categorized current and existing state reading certification requirements for elementary teachers, English teachers who teach reading on the secondary level and reading specialists. The study recognized those state departments which are initiating or phasing into practice a competency based teacher education program as a foundation or supplement for reading certification. The author conducted the study on behalf of the Illinois Reading Council, National Council of Teachers of English Commission on Reading, and ERIC Clearinghouse on Reading and Communication Skills. A reference or perspective was drawn for those interested in reading certification for states other than their own, and recommendations were suggested for motivation and stimulation toward possible amendments and improvement of existing certification standards.

Conclusions

Fifty state departments provided information for the study. California, New Hampshire, and Texas were excluded from tabulation because they failed to respond to three

written requests for information. . It was found that fourteen state departments do not have reading requirements for elementary certification, and thirty state departments did indicate reading requirements. The requirements included semester hours, course work, teacher education institution guidelines, or competency based programs. Four states replied with insufficient information concerning the question.

Thirty state departments do not have reading requirements for English teachers who teach reading. Seventeen states required either semester hours of reading, specific course work, or competency based programs.

Nine state departments do not have certification requirements for reading specialists. Thirty nine states are requiring fulfillment of specific standards for reading specialist certification. Six states recognized the fulfillment of teacher education institution standards as necessary state department requirements.

Sixteen states required a bachelor's degree from an accredited college or university with a specific number of years experience, semester hours, or a specific number of courses in reading. North Dakota required eight special reading courses for a reading specialist. Six states required no years of experience, three states required two years, five states required three years, one state required four years, and one state required five years of experience for reading specialists.

A great variance was found in the number of semester hours of course work for reading specialists. Two states required twelve hours, two states required fifteen hours, one state required sixteen hours, four states required eighteen hours, one state required twenty one hours, one state required twenty four hours, two states required thirty hours, one state required thirty six hours, and one state required forty five semester hours of course work for reading specialists.

Sixteen states and Washington, D.C. required a master's degree with a specific number of years of experience, semester hours, or a specific number of reading courses. Two states required no years of experience, two states required two years of experience, twelve states required three years experience, and one state required four years of classroom experience for reading specialists.

It was found that three states required twelve semester hours, three states required fifteen hours, two states required eighteen hours, three states required twenty four hours, and one state required a total of twenty seven semester hours of reading course work for reading specialists.

One state required five special reading courses, one required seven different reading courses, and two states acknowledged ten different courses for reading specialists. Iowa required a graduate program, but did not elaborate on what the program included. Two states are administering competency based programs as partial fulfillment of certification requirements for reading specialists.

Recommendations

The recommendations from this study were made on the basis of the evidence found in the foregoing chapters. Since there are many variables that affect the outcome of such recommendations, they were suggested only as a means for improvement of existing requirements and standards. It was ascertained that modification of the recommendations may well be in order to meet the situation, and the implementation of the recommendations lies solely with the administrators and educators in the position to initiate the suggestions.

> Whether a reading title guarantees anything particular about the person holding it is largely a matter of geography; a matter of the state or local district in which the person works! [21]

The same idea also refers to a person holding a state teaching certificate or endorsement. However, a certificate does suggest a degree of competence and insurance.

> Improved state reading certification standards can protect the professional status of these teachers and specialists and, at the same time, it can strengthen reading instruction for more children and youth. [22]

In order to prevent and eliminate inadequacies in reading teacher preparation, states should establish basic certification standards or guidelines. There appears

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[21]Kinder. "State Certification of Reading Teacher and Specialists - Review of the National Scene", p. 1.

[22]Ibid., p. 13.

to be a need for a basic design or blueprint model to give direction and improvement for reading personnel. Effective reading teachers must have thorough education and knowledge of reading skills and processes, methodologies and strategies, and current trends and innovations. The need for proper education of reading teachers to enhance performance within the classroom and the profession is necessary.

As a result of this study, the author acknowledged and suggested the following recommendations.

1) It was recommended that state departments of education mandate the minimum requirement of at least one course in reading, or three semester hours of reading course work for prospective elementary teachers.

2) It was recommended that currently employed elementary teachers participate in a regionally accredited inservice program within the school year which is devoted to teaching elementary or remedial skills.

3) It was recommended that one course or three semester hours of basic reading instruction be mandated by state departments of education for all prospective English teachers who are employed to teach reading.

4) It was recommended that English teachers who presently teach reading attend a regionally accredited inservice program within the school year devoted to the teaching of reading skills on the secondary level.

5) It was recommended that state departments of education recognize and require the minimum standards for reading specialists as prescribed by the International Reading Association.

or

Require for reading specialists the completion of at least two years of successful teaching experience, and master's degree in reading or its equivalent in graduate course work.

6) It was recommended that state departments of education and teacher education institutions study a possible model for the inclusion of competency based teacher education program as a supplement to current state certification standards and curriculum based requirements.

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APPENDIX

ORIGINAL LETTER MAILED DECEMBER 10, 1974

Dear

I am conducting a study on behalf of the Illinois Reading Council, National Council of Teachers of English Commission on Reading, and ERIC Clearinghouse on Reading and Communication Skills. It is also for partial fulfillment of my Master's Degree at Southern Illinois University-Carbondale. I would deeply appreciate any information your office could supply on the following topics:

1) Does your state have any certification requirements for elementary teachers?

2) Does your state have any requirements for secondary English teachers who teach reading?

3) What are your state requirements for Reading Specialist certification?

4) What is your state initiating with respect to Competency Based Teacher Education programs for reading teachers?

We are interested in learning about individual state requirements and certification programs available for teachers in the area of reading. Also, this composite study may be helpful in constructing and improving existing state programs. Should you like a summary of the findings of this report, I will be happy to send you one as soon as the study is completed. Any information you can supply will be helpful. Thank you for your cooperation.

Respectfully,

Phillip T. Rafferty
Graduate Assistant
Southern Illinois University
Wham 327
Carbondale, Illinois 62901

PTR/fb

Enclosures

Dear_____,

Early in December I mailed you a letter concerning my research study on behalf of the Illinois Reading Council and the National Council of Teachers of English. It delt with the topics:

1) Does your state have any certification requirements for elementary teachers?

2) Does your state have any requirements for secondary English teachers who teach reading?

3) What are your state requirements for Reading Specialist certification?

4) What is your state initiating with respect to Competency Based Teacher Education programs for reading teachers?

In order to complete my study and make valid recommendations, I need any material your office can supply as soon as possible. Would you please take time from your busy schedule and reply to our requested information? A self-addressed stamped envelope is enclosed for convenient return. Your help will be greatly appreciated and please disregard this letter if you have already sent the information.

Sincerely,

Phillip T. Rafferty
Graduate Assistant
Southern Illinois University
Wham 327
Carbondale, Illinois
62901

February 25, 1975

Dear Sirs:

In order to complete our study on Certification for Reading Personnel throughout the fifty states, we are still missing your states Certification Regulations. We hope that you will send something to us so that we can complete the study. If we do not receive anything, we will have to complete this study with you state being omitted.

If you could possibly give this letter to the person(s) in charge of this material and send us an immediate reply, we would greatly appreciate it. Send the information to:

Phillip T. Rafferty
Graduate Assistant
Southern Illinois University
Wham 327
Carbondale, Illinois 62901

Sincerely,

Sr. Rosemary Winkeljohann
Associate Director
ERIC Clearinghouse on Reading
and Communication Skills

SRW/fb

VITA

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Phi Kappa Phi

Title or Research Paper:

Reading Certification: The Elementary Teacher, English Teacher, and Reading Specialist

Advisor:

Dr. Miriam C. Dusenbery